

**THE EFFECTIVENESS OF TEACHING ENGLISH FIRST ADDITIONAL LANGUAGE
VOCABULARY TO GRADE 3 LEARNERS WITHIN THE VHEMBE DISTRICT**

By

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ABSTRACT

Currently Grade 3 learners in public primary schools struggle to read English First Additional Language fluently and with understanding. This current state of affairs is attributed to learners' lack of sufficient knowledge of English First Additional Language vocabulary. The purpose of this study was to investigate the effectiveness (effective methods and strategies) of teaching English First Additional Language vocabulary to Grade 3 learners within the Vhembe District in the Limpopo Province. The methods through which this study was conducted are as follows: Interviews, observations and document analysis. The population of this study consisted of twenty (20) public primary schools, twenty-seven (27) HoDs, thirty-two (32) Grade 3 teachers and one thousand three hundred and forty-three (1 343) Grade 3 learners under Sibasa Circuit. The sample consisted of 3 schools, 3 HoDs, 6 teachers and 9 learners selected from the population. The results of this study revealed that teachers should learn to use a variety of effective English First Additional Language vocabulary teaching methods and strategies to improve learners' vocabulary knowledge. A well developed vocabulary correlates with greater reading comprehension and general academic success. Teachers are also expected to expose learners to self vocabulary-learning strategies so that they can learn a vast number of new words and their meanings independently. The researcher recommends that teachers should use multiple effective strategies and teach EFAL vocabulary directly and effectively.

Key words:

Effective teaching; English First Additional Language (FAL); vocabulary; instruction; depth of processing; comprehension; vocabulary-learning strategies; and multiple exposures.